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ABSTRACT

Field-tested procedures to collect followup data on former students of vocational education programs are described in the document. The procedures presented are designed to facilitate the collection, analysis, and reporting of information on jobs obtained and their relationship to training programs, and the income, geographic mobility, and the satisfaction of former students. The questionnaire data collection procedures, and examples of possible output formats are presented, with eight figures and 22 tables supplementing the discussion. Field-tested procedures included identification of the population, file preparation, the questionnaire, pre-orientation of the population, mailing sequence, sequence of events, and interpretation of data. Advantages and disadvantages of collecting followup data from teachers as opposed to students are discussed. The development phase of a followup of former vocational students in Kentucky includes information on the development of the instrument, data collection, and development of a software package for processing and analyzing the data. This, along with examples of the kinds of output and interpretation which may be generated using these procedures, make up the appendix. (LH)

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RESEARCH AND DEVELOPMENT SERIES NO. 106

A Manual for Conducting Follow-up Surveys of Former Vocational Students

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NATIONAL INSTITUTE OF EDUCATION

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development
Series No. 106

A MANUAL
FOR CONDUCTING FOLLOW-UP SURVEYS
OF FORMER VOCATIONAL STUDENTS

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The Center for Vocational Education
The Ohio State University
Columbus, Ohio

1975

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PREFACE

Improved methods for evaluating impact and cost-effectiveness continue to be a matter of widespread interest. The prime sources of data for such evaluations are former students themselves. However, obtaining data in this way is often a difficult and discouraging undertaking. Such unrewarding experiences can result from a variety of causes including inadequate instrument (questionnaire) design, and inadequately planned and executed procedures for data collection.

This report is concerned with obtaining and using student follow-up data as a most critical requirement for evaluating impact of vocational programs. A detailed guide is provided, including questionnaire, collection procedures, and examples of possible output formats.

Special recognition is due the author, Krishan K. Paul, formerly research and development specialist at The Center, now Director of Systems Development, Tennessee Department of Economic and Community Development. In addition, The Center is grateful for the cooperation of the Kentucky Bureau of Vocational Education. Without the active participation and interest of Carl Lamar, Director, and members of his staff including Janie Jones, Floyd McKinney, Charles Neel, and Billy Vice, the accomplishments reported here would not have been possible.

Robert E. Taylor
Director
The Center for Vocational
Education

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CHAPTER I: INTRODUCTION

In any information system in which planning and evaluation of vocational education are essential parts, follow-up of former students occupies a central position. It provides a periodic feedback mechanism for evaluation and accountability of vocational programs, establishes trends for planning, helps to determine manpower supply, and provides an important input for resource allocation decisions. It can also provide data input for research in cost-effectiveness of vocational education and mobility data for manpower demand projections.

The follow-up procedures presented in this manual are designed to facilitate the collection, analysis, and reporting of information on the post-schooling experiences of graduates and dropouts from vocational programs. Of particular interest is information on jobs obtained and their relationship to training programs, and the income, geographic mobility, and the satisfaction of former students.

The overall objectives of the follow-up procedures are as follows:

1. To provide information for product evaluation (e.g., percent of graduates placed on jobs, level of salaries and wages earned by graduates, percent who are satisfied on the job, etc.)

2. To provide some process evaluation information on training programs (e.g., how graduates rate their training programs and other school facilities, etc.)

3. To provide comparable information on graduates from various vocational and technical training programs within a state (private school, adult education, and academic education programs) so as to set up norms against which future programs can be evaluated

4. To provide information on placement and geographic mobility trends for manpower planning purposes

5. To provide placement, job satisfaction, and wage information to guidance personnel for counseling purposes

6. To provide relevant information for accountability and for building up the image of vocational education in the community

7. To provide information to fulfill placement-related USOE reporting requirements by the states.

Development work for the initial follow-up was done using Kentucky as a test-site state, though inputs were also received from Colorado, Oklahoma, and Washington. In the following chapter, procedures to collect follow-up data are described which may be replicated in other states. Appendix B contains examples of the kinds of output and interpretation which may be generated using these procedures.

CHAPTER II: DATA COLLECTION PROCEDURES

Former students of vocational education programs in every state should be considered the primary source of follow-up data, and their teachers as a secondary source. Following are some of the arguments which have been offered by various researchers in support of utilizing either of these two sources.

Stringent Federal reporting requirements are generally cited as one of the reasons for using only teachers for data collection. It is argued that the time between the end of the school year and the date the report is due in Washington, D.C. is not enough to collect and aggregate follow-up data obtained directly from former students. There are certain other advantages which have been attributed to collecting data from teachers instead of contacting former students for similar data. These advantages are listed as follows:

1. High response rate: It is claimed by researchers in some states that the response rate from teachers tends to be significantly higher than that from former students. In most cases, the claimed response is as high as ninety percent.

2. Complete control of time and schedules: It is easier and less time-consuming to collect data from teachers than from former students. This could be due in part to the fact that teachers are subject to considerable state and Board of Education control, whereas ex-students are free from any such obligations except through emotional and social ties to their alma mater.

3. Lower cost: Data collection from teachers involves the use of existing channels of communication between the schools and the state office which result in considerably less cost than when using the students as a source of data collection where the only means of communication is via postal services.

Against these advantages there are a number of disadvantages to collecting follow-up data from teachers. Some of these are as follows:

1. Teacher responses are generally based on the students' intentions at the time of graduation or leaving school. A notable exception to this will be in the case of students from rural schools where graduates tend to remain in the area after leaving school. In such cases the teacher responses may be based on actual knowledge of the students' employment status at the time of reporting. In the case of urban schools, however, the students are more mobile and therefore teachers lose contact with them more often. Follow-up information in these cases is based on the last known intentions of the students. In many cases the information is outdated by six to seven months by the time teachers normally supply follow-up data to their respective supervisors.

2. In cases where the intentions of graduating students are not known to their teachers, there is a great temptation to guess the responses which are socially acceptable and politically expedient.

3. There is no known valid method of collecting certain detailed but important data from teachers. These data include information about wages, job satisfaction, mobility, etc.

4. Even when teachers have information on the placement of their former students, they are less likely to know the relatedness of each job to the preparation received in a vocational program then the persons actually working on those jobs. Thus, the quality of these data collected from teachers would be lower than from students.

5. There is a general complaint from teachers that they are required to spend too much time on non-teaching functions, such as reporting, leaving less time for classroom teaching. This problem is more acute in popular vocational programs (such as auto mechanics) in urban schools where the class size and the number of graduates is generally large.

6. Since this mode of data collection depends entirely on continued personal contacts between teachers and their former students, a teacher's departure from the scene affects the quantity and quality of data.

7. Since one of the important objectives of follow-up data collection is program evaluation, it is potentially very tempting for the teachers to introduce enough bias into the data to make them "look good."

Follow-up data collected directly from students, on the other hand, are more comprehensive, extensive, and reliable, thus offsetting some of the higher cost at which they are acquired. Moreover, using techniques developed in Minnesota, Wisconsin, California and Pennsylvania, the response rate from students can be increased significantly to match the higher response rates claimed for follow-up through teachers.

On balance, although follow-up data collection through teachers results in a slight saving in cost and time, it is a sound policy to rely on former students of vocational programs, the primary source of this data, for follow-up and other evaluative information.

The following procedures have been developed and field-tested for collecting such data using a mailed questionnaire which has been tested and validated. These procedures are recommended to improve quality of data and response rate at a reasonable cost. An exemplary sequence of events is shown later in this section, though some of the procedures do not follow this sequence in the text. This has been done primarily for the sake of clarity and logical development.

Identification of Population

The first step in any follow-up survey is the identification of the population. The population for a follow-up may be drawn from any or all of the following groups of former vocational students.

1. Graduates: Graduates include those students who completed a vocational program and graduated from high school or other post-secondary and adult education institutions.

2. Completors: This group includes all those who completed the vocational program but either left the school without graduating or are still enrolled in a school or college.

3. Non-completors: This group includes all those former students who enrolled in a vocational program but did not complete and left the school or college without graduating.

The following two groups of former vocational students may not be a part of the follow-up population.

4. Those who did not complete a vocational program and are still enrolled in the same high school or college (Relevant information on these students should be available through a student accounting system.)

5. Those who enrolled in a vocational program but, before completing, are known to have transferred to another school, school district, or to a different vocational or non-vocational program. These students will be picked up from the school to which they transfer. This procedure will help to avoid some of the duplication which will otherwise result.

It may be pointed out here that during initial development of follow-up and student accounting systems, it may be expedient to include even groups (4) and (5) above in the follow-up population. Later, when the student accounting system becomes sufficiently efficient to provide relevant and reliable data on terminees (those who have terminated their enrollment from vocational programs), these two groups should be dropped from the follow-up population.

File Preparation

The next step is termed file preparation, as illustrated in Figure 1. In this step, as in the rest of this document, the "follow-up year" will refer to the school year for which terminees would be the subjects of a follow-up survey; and the "current year" will refer to the school year following the "follow-up year." For example, if it is desired to follow-up the vocational program terminees from the school year ending May 1973, then the 1972-73 school year will be termed the "follow-up year" and the 1973-74 school year ending May 1974 will be termed the "current year."

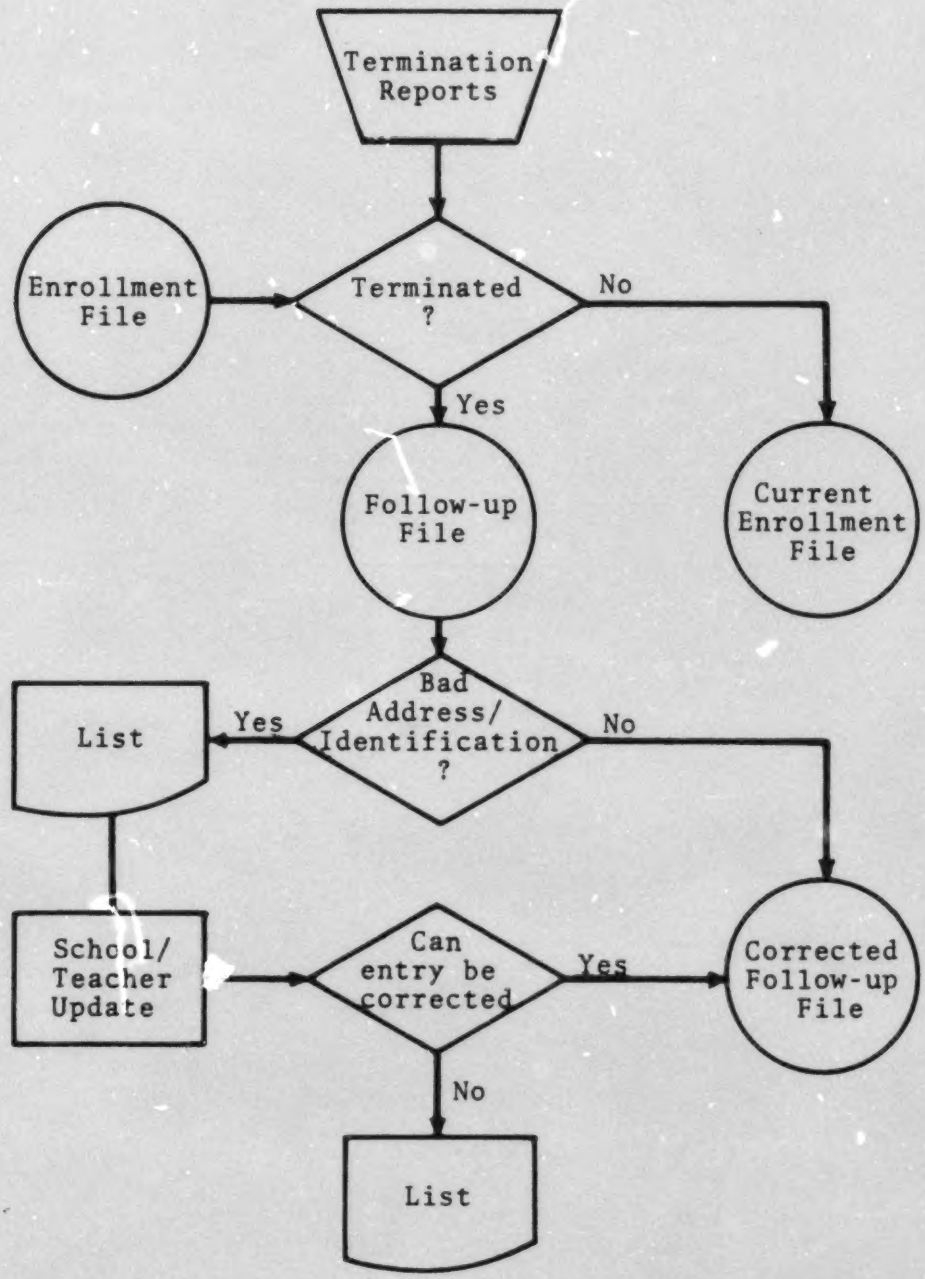
File preparation requires the following sequence (reference Figure 1):

1. From the "follow-up year" enrollment file, separate and load on a blank tape the records of all terminees as reported by the teachers. Non terminee records may be transferred to the "current year" enrollment file. Designate the file containing terminee records as the "follow-up file."

2. Check the follow-up file for invalid or incomplete identification numbers and invalid or incorrect entries in the "name," "address," or the "program code" fields. Sort the defective records by school and by program and list them.

Figure 1

FILE PREPARATION



3. Send the lists to respective teachers or other school officials to make necessary corrections using school records.

4. Make corrections in the follow-up file. Those records which can not be corrected should be expunged from the file and listed by program and by school. These are exceptional cases which will need special treatment.

5. The follow-up file now is ready with correct names and addresses for the next phase of the follow-up routine.

Questionnaire

Figure 2 presents a follow-up questionnaire which is recommended as a data collection instrument. A prototype of the instrument was designed and developed by Center staff with active support and cooperation of many experts from different states. The instrument was also pilot-tested, refined, and further field-tested in Kentucky. For details of the instrument development, see Appendix A.

As can be seen from Figure 2, one section of the questionnaire has been designed to collect data about the jobs on which former students are placed, the number of hours they work and whether or not they are satisfied with their jobs.

Data are also collected from (1) those former students who continue their education, (2) homemakers, and (3) others who are not otherwise classified by any of the above mentioned categories. Some evaluative data are also collected to add yet another dimension to the evaluation and planning of vocational education programs.

Pre-Orientation of the Population

One of the most important activities in these procedures relates to orienting the follow-up subjects to the instrument, especially to the importance of completing it correctly. During the pilot-test of the instrument, when a number of non-responding subjects were interviewed to find out the reasons for non-response, a majority of the interviewees (53.9 percent) did not respond because they "did not think it was important." A great many (61.5 percent) interviewees also suggested that they would have responded if the purpose of follow-up had been explained to them in greater detail. (Other details and results of these interviews are contained in Appendix A.) It is therefore crucial to explain

MIS - 1

Figure 2

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY

AN INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

If your name, address, or Social Security number is not correct on the label, please make the necessary corrections below.

Dear Former Vocational Student:

Your school and the Department of Education in your state are working together to improve education in your state. One part of this work is to find out what you are doing now, and how you feel about your vocational training.

Please give the young people of today and tomorrow the benefit of your ideas based on your experience. You can help plan better service for future students by answering some questions. (See the instructions at the bottom of this page.) When you finish, please mail this form back to us in the enclosed envelope.

Everything you say will be kept confidential. Your school will be provided a total of the answers, but not your individual answers or name.

Thank you very much for your help from us and from future students.

Sincerely,

Confidential

INSTRUCTIONS

1. If you are serving with the military, please check this box only and then return the questionnaire. ☐
2. Please answer questions in Section I, and all other sections that apply to you. Example, if you are working part-time and also enrolled in college, answer questions in sections I, II, and III.
3. Space is provided at the end of this questionnaire for your comments. Please express your opinions freely and offer suggestions for improvement of vocational programs in your state.
4. "Vocational Program" in the questionnaire means a course or a sequence of courses in any one of the following eight areas.

(a) Vocational Agriculture
(b) Distributive Education
(c) Health Education
(d) Home Economics
(e) Business and Office Education
(f) Technical Education
(g) Trade and Industrial Education
(h) Special Vocational Education

Figure 2 (continued)

I. THIS SECTION FOR EVERYONE

1. Was the vocational program identified on the address label your first, second, or third choice at the time you enrolled? (check one)

12
- 1 ☐ First choice
- 2 ☐ Second choice
- 3 ☐ Third choice

If it was not your first choice, why didn't you enroll in the program you wanted?

- 1 ☐ Courses were filled
- 2 ☐ It was not offered at my school
- 3 ☐ I didn't have the requirements
- 4 ☐ Other reasons: _____

2. Were you ever placed on a waiting list to enroll in a vocational program of your choice?

- ☐ Yes
- ☐ No

3. Did you complete the vocational program identified on the address label?

- ☐ Yes
- ☐ No

If "No," please indicate the reason(s) for terminating the program before completion. (check all that apply)

- ☐ Change of occupational objective
- ☐ Work on a job
- ☐ Financial reasons
- ☐ Marriage
- ☐ Dislike for the school
- ☐ Transfer to another school district
- ☐ Poor health
- ☐ Other (Specify) _____

4. Are you planning to enroll for more vocational or technical education within the next two years?

24
- ☐ Yes
- ☐ No

If "yes," please specify the field(s) in which you want further vocational education (check all that apply)

- ☐ Vocational Agriculture Education
- ☐ Distributive Education
- ☐ Health Education
- ☐ Home Economics Education
- ☐ Office or Business Education
- ☐ Technical Education
- ☐ Trade and Industrial Education

Please also specify the job or jobs for which you would like to be trained.

_____

_____

5. Please rate the following services of your school by checking one of the boxes in each case.

		Very Good	Average	Poor
50 (a)	Vocational Instruction	1 ☐	2 ☐	3 ☐
(b)	All other Instruction	1 ☐	2 ☐	3 ☐
(c)	Vocational Shop or Laboratory	1 ☐	2 ☐	3 ☐
(d)	Guidance and Counseling	1 ☐	2 ☐	3 ☐
(e)	Job Placement	1 ☐	2 ☐	3 ☐

10

Figure 2 (continued)

II. THIS SECTION FOR THOSE NOW WORKING ON A JOB

6. After leaving school, how much time did you spend looking for your first job?

55
- 1 ☐ Had the job before leaving school
- 2 ☐ Looked for two weeks or less
- 3 ☐ Looked for three to four weeks
- 4 ☐ Looked for one to two months
- 5 ☐ Looked for more than two months

7. Who helped you to get your first job? (check all that apply)
- ☐ Vocational teacher
- ☐ School job placement service
- ☐ Other school personnel
- ☐ State employment agency
- ☐ Private employment agency
- ☐ Relatives and friends
- ☐ Other (Specify) _____

8. Is your present job your first job after leaving school?
- ☐ Yes
- ☐ No

9. What is your present job? (Specify job title and a brief description. Examples: Secretary in a law office or Machinist of automobile parts.)

_____

_____

10. How many hours per week do you usually work on your present job? (check one)

73
- 1 ☐ Less than 20 hours
- 2 ☐ 20 to 24 hours
- 3 ☐ 25 to 29 hours
- 4 ☐ 30 to 34 hours
- 5 ☐ 35 to 40 hours–Skip to question number 12
- 6 ☐ More than 40 hours–Skip to question number 12

11. If you are currently working less than 35 hours per week, please check the reason(s) for doing so.

11
- ☐ Cannot find full-time job
- ☐ Full-time work week less than 35 hours
- ☐ Temporary cut-back by the employer
- ☐ Enrolled in school or college
- ☐ Do not want full-time work
- ☐ Other (Specify) _____

_____

12. Which one of the following statements best describes the relationship between your present job and the training program on the address label? (check one)

17
- 1 ☐ Job same for which trained
- 2 ☐ Job highly related to the training
- 3 ☐ Job only slightly related to the training
- 4 ☐ Job not related to the training

13. Have you moved away from where you were trained? (check one)
- ☐ Yes
- ☐ No

If "Yes," how far did you move?
- 1 ☐ Less than 100 miles within the state
- 2 ☐ More than 100 miles within the state
- 3 ☐ Out of the state

14. How far is your place of work from your present residence? (check one)
- 1 ☐ 0-10 miles
- 2 ☐ 11-25 miles
- 3 ☐ 26-50 miles
- 4 ☐ More than 50 miles

15. What is the wage rate of your present job excluding overtime?
- 1 ☐ $1.59 or less per hour
- 2 ☐ $1.60 to $2.00 per hour
- 3 ☐ $2.01 to $2.50 per hour
- 4 ☐ $2.51 to $3.50 per hour
- 5 ☐ $3.51 to $4.50 per hour
- 6 ☐ $4.51 to $5.50 per hour
- 7 ☐ $5.51 or more per hour

16. What are your average overtime earnings per week on this job? _____

17. How do you feel about your present job? (check one)
- 1 ☐ Like it very much
- 2 ☐ Like it somewhat
- 3 ☐ Neither like nor dislike it
- 4 ☐ Dislike it somewhat
- 5 ☐ Dislike it very much

18. How often on your present job do you use the knowledge and skill acquired from your training?
- 1 ☐ Frequently (use most of the time)
- 2 ☐ Occasionally (use only some time)
- 3 ☐ Seldom (use only rarely)
- 4 ☐ Never (never use it)

Figure 2 (continued)

III. THIS SECTION FOR THOSE NOW ENROLLED IN SCHOOL OR COLLEGE

19. What is the type of institution in which you are presently enrolled? (check one)

27
- [1] ☐ Vocational High School
- [2] ☐ Public High School
- [3] ☐ Two year Junior or Community College
- [4] ☐ Public post-secondary technical institute
- [5] ☐ Four year College or University
- [6] ☐ Private Vocational or Business School
- [7] ☐ Other (Specify) _____

20. How related is your present educational program to the vocational course identified on the address label?

- [1] ☐ Same field
- [2] ☐ Highly related
- [3] ☐ Only slightly related
- [4] ☐ Not related

IV. THIS SECTION FOR THOSE WHO WERE ENROLLED IN HOME ECONOMICS

21. Do you consider your vocational program adequate preparation for homemaking?

29
- ☐ Yes
- ☐ No
- ☐ Does not apply–am not a homemaker

22. If you had the opportunity, which one of the following areas in Home Economics would you like to study? (check all that apply)

- [1] ☐ Food management
- [2] ☐ Care and guidance of children
- [3] ☐ Clothing management and service
- [4] ☐ Home and community services
- [5] ☐ Other (Specify) _____

23. How often do you use your home economics training in your work at home?

- [1] ☐ Frequently (use most of the time)
- [2] ☐ Occasionally (use only sometime)
- [3] ☐ Seldom (use only rarely)
- [4] ☐ Never (never use it)

V. THIS SECTION FOR THOSE NOT NOW WORKING

24. Are you looking for a job?

36
- ☐ Yes
- ☐ No

25. If "Yes," how long have you been looking for a job?

- [1] ☐ Less than one month
- [2] ☐ More than one but less than two months
- [3] ☐ More than two months

26. What have you done most recently to look for a job? (check all that apply)

- [1] ☐ Checked with the school placement service
- [2] ☐ Checked with a public or private employment agency
- [3] ☐ Checked directly with employers
- [4] ☐ Checked with friends or relatives
- [5] ☐ Placed or answered newspaper ads
- [6] ☐ Other (Specify) _____

VI. YOUR COMMENTS AND/OR SUGGESTIONS

Please use this space to give any additional comments and suggestions not covered by the answers on this and the preceding pages.

_____

_____

_____

_____

the purpose, need, and the importance of follow-up to the subjects. This will not only increase the rate of response to the questionnaire, but will also reduce the cost of conducting the survey.

There are generally two ways of orienting the subjects. The more effective and less expensive of these two methods is orientation through the vocational teacher and/or the counselor. Needless to say, the appropriate time for this orientation is before the subjects leave the school or educational institution. Excellent results can be achieved with a one-to-two hour session with graducating seniors, which should include the following:

1. The purpose, need, and importance of the follow-up survey data should be explained in detail. (It will be profitable for the state office to design an audio-visual package which can be used by teachers and/or counselors. This will reduce time spent in briefing and preparation of teachers and counselors and will also ensure uniformity of explanation without taking away the personal touch which only individual teachers and/or counselors can give.)

2. A blank questionnaire should be shown to the students. (Or, it may be reduced to a number of transparencies which can be projected.) At this time the presenter should be willing to answer any specific questions regarding the instrument.

3. It is a good policy to circulate some of the reports from previous years among the students. It can be pointed out that after students complete and send back the questionnaires to the state office, their names are removed and are not used for making reports or analyzing data. The students may need to be reassured that the information they provide will be treated confidentially and that their names will not be revealed to teachers or other school officials. The only reason to retain names on the returned questionnaires is to identify and remind those who do not respond.

This orientation session can be held at any time during the graduating senior year, but it will bring better results if it is held during the final two months. In either case a short reminder should be given to each graduate at the time of leaving school.

A similar process can be adopted for those who leave educational institutions before graduation (dropouts and/or early completors). A counselor or teacher can explain to them the purpose of follow-up and the importance of completing and returning the questionnaire promptly. Using this technique, the data collection can be completed faster, more efficiently, and at less cost inasmuch as it cuts down on the cost of reminders and other means of persuasion.

Although orientation of students while they are still in school has certain advantages over orientation by mail, it may be more expedient and convenient to resort to mailed orientation because of organizational, personnel, or scheduling problems.

If so, two weeks prior to the mailing of the follow-up questionnaire, a letter should be mailed to the subjects explaining the importance of the follow-up data and urging them to complete the questionnaire when it arrives. (A sample letter can be seen in Figure A-3.)

Even when using this mail orientation method, it will be profitable in terms of better response rate to invite the help of teachers. For the sake of uniformity, the letter explaining the purpose and importance of follow-up should be drafted and printed by the state office. The schools may then be asked to mail it over respective teachers' signatures. For best results the letters may be typed individually, but in urban school districts this may not be very practicable. However, the following points should be noted:

1. A letter is better than a postcard to explain in detail the purpose and importance of the follow-up survey.

2. As far as possible there should be a personal touch to the letter by printing it on school stationery, using the first name of each student in addressing the letter (instead of a generic address such as "Dear Friend,") and/or hand-signing every letter by the teacher.

3. The subjects should be reassured as to the confidentiality of their responses.

Mailing Sequence

In cases where the subjects have not been oriented to the questionnaire before leaving school, the first piece of mail should be a letter (termed pre-letter) which explains

the purpose and need (see Figure A-3). A pre-letter is also recommended if the period between the in-school orientation and the follow-up is more than six months. In such a case this letter should serve as a reminder. As explained above, this letter should be signed by the respective teacher and/or the principal of the school if possible.

After a period of two to three weeks from the mailing of the pre-letter, the questionnaire should be mailed to each subject. A forwarding letter, generally printed on the first page of the questionnaire (Figure 2), and a postage-paid pre-addressed return envelope should be enclosed with the questionnaire for the convenience of the subjects.*

A period of two to three weeks, should be allowed to elapse before the non-respondents among the subjects are reminded. The questionnaires returned during the interval should be carefully monitored by checking them off the mailing list. This process is important for the sake of economy and efficiency. All those who have not responded by the end of two weeks should be mailed a reminder requesting a quick response. (A sample reminder letter can be seen in Fig A-4.) It is generally profitable to enclose another questionnaire and reply envelope to make it convenient for the subjects to respond. This may create a problem of duplicate responses from the same person but a simple computer routine can remedy this situation adequately.

If the subjects have been well oriented to the follow-up, the response rate to the questionnaire should reach 70 percent by the end of two to three weeks after the mailing of a reminder. In this case, data collection can be stopped and the data are ready for the next step in the procedure. However, during early days of implementation, when pre-orientation is either non-existent or is by mail only, it may be necessary to remind the subjects a second time. This will also be true if higher than 70 percent response is considered necessary. A continued monitoring of the returns is important in order to mail a second reminder which may be mailed about three weeks after the first reminder

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*Some researchers have found that postage stamps affixed on a pre-addressed envelope brings better returns as compared with those using business-reply mailers. This technique, however, is of limited use for a comprehensive follow-up survey because the large population makes it impractical to stick thousands of stamps on the envelopes. Wherever a smaller population is followed up, this technique of increasing responses may be used.

letter. This second reminder may be a letter or a post-card, signed once again by the respective teachers. Three weeks after the mailing of the second reminder, the completed questionnaires returned by the subjects should be ready for data processing and analysis.

Sequence of Events

In order to collect sufficient follow-up data in time for federal reports, the following sequence of events should be followed (shown in Figure 3).

May 1 to May 31--Orientation sessions should be held in every school where vocational programs are offered. The purpose and uses of the follow-up survey should be explained, a follow-up questionnaire should be shown to the graduating classes, and students' questions should be answered in such a manner as to assure them of the survey's importance. Students may also be requested to inform their teachers of any change in their address after graduation.

Those who leave school before graduation should be interviewed by their counselors or teachers to orient them to the follow-up and the questionnaire.

June 1 through June 30--A termination report on every student should be submitted by the teacher to the state office.

September 1 to September 30--New enrollment data should be collected at the beginning of the school year and pooled in the state office to compile new enrollment listings by program and by school.

September 16 to October 15--As the enrollment data start coming into the state office, follow-up file preparation should be initiated. This task should end by October 15.

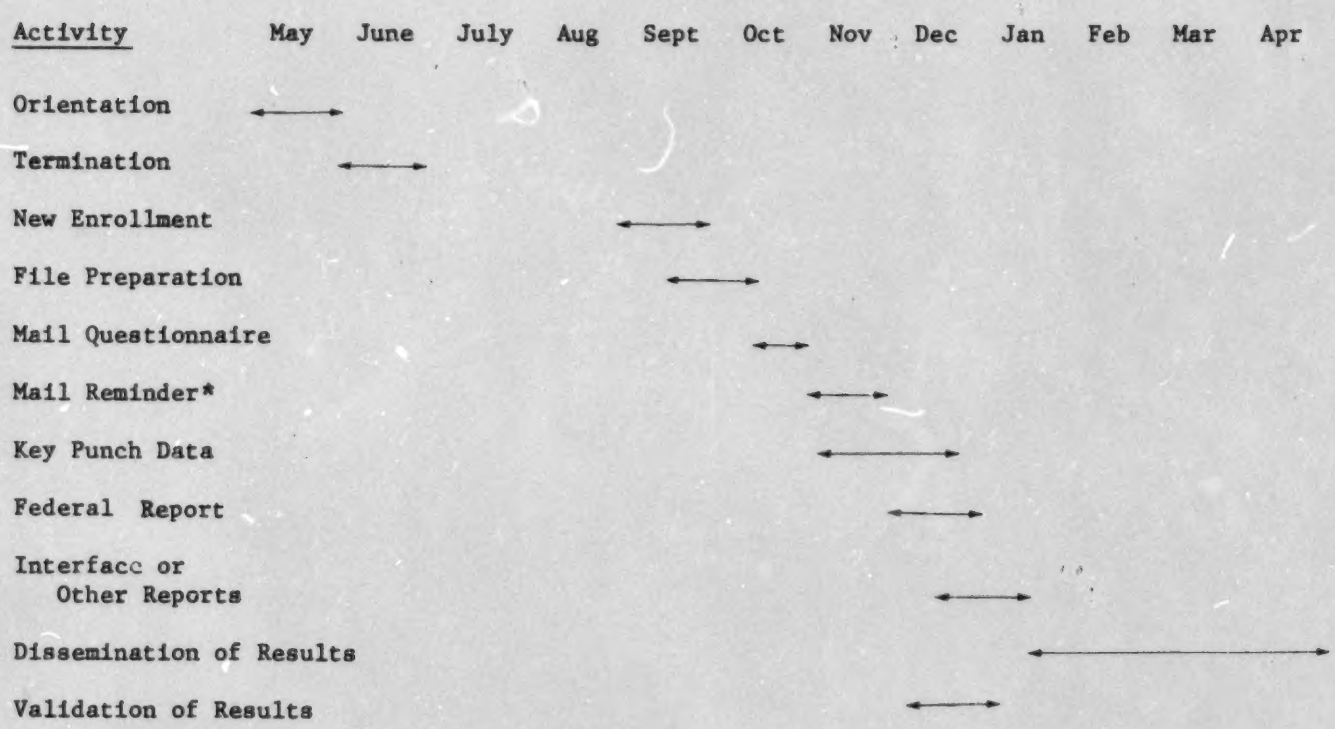
October 16 to October 31--Follow-up questionnaires should be mailed during this period.

November 8 to November 21--During this period, a list of non-respondents should be generated and a reminder sent to each with a new questionnaire.

December 1 to December 31--During this period, Federal and other reports should be generated using an appropriate computer program. Also during the same period "bias check" procedures should be completed to check the validity of results.

Figure 3

Sequence of Events for Conducting an Initial Follow-up Survey



*Note: If it is decided to mail a second reminder, the following events will be postponed three to four weeks.

January 1 to April 30--Results should be disseminated during this period for use in the planning and evaluation of programs. Available data can also be used for special purposes as they are needed.

Important Note: It should be remembered that the sequence outlined above is only a suggested or an exemplary one. A similar sequence with different time periods can be charted to meet different reporting deadlines. However, some of the events do not change from year to year and thus are fixed for the purpose of follow-up. For example, orientation cannot be shifted to a later date since most U.S. schools close by the end of May. Similarly, the best time to collect enrollment data is during the month of September when schools reopen and students register.

On the other hand, the system is quite flexible and the sequence can be changed to suit a different reporting schedule or other user requirements. This may be especially true during early stages of implementation when the staff may require more time than the sequence allows to gain experience and practice.

Cost: On the basis of 10,000 subjects, the cost of conducting a follow-up survey as described here has been approximately 60¢ per subject. This cost, however, does not include the cost of personnel which should be figured separately and will vary from state to state or from user to user.

Interpretation of Data

Generalizability of the data to the total population is one of the most important elements of data interpretation. Two factors contribute to the level of generalizability. They are:

1. High response rate

2. Lack of bias in response due to non-respondents

Methods to increase response rate were described in the preceding chapter. Using those methods a high response rate can be reasonably assured.

To check possible bias due to non-response, it is necessary to randomly draw a small sample from those who do not respond to the follow-up questionnaire in spite of various reminders. A ten percent sample is generally con-

sidered adequate for this purpose, though a smaller sample will suffice in most cases, especially if a trend in responses has already been established by analyzing and comparing responses before and after the reminders.

Hiring a team of interviewers to contact the persons in the sample is most effective but fairly costly. The alternative, which is used by many states, is to request teachers, counselors, and others to try to contact (personally or by telephone) the selected subjects and persuade them to send in their completed questionnaires. (Often, the best place to start is the home town of the former student even when he has moved to a different city or state. His former friends, relatives, acquaintances, the local postmaster, or the telephone company can often furnish his whereabouts.) This method can be very effective because the work load is distributed among many, thus making it easier to handle.

Responses from the questionnaires received from this sample should be compared with those received earlier. One method of comparison used during the development of this system is described in Appendix A. Other methods can be found in any standard statistics textbook.

No hard and fast rules are recommended for the interpretation of the data. The following two ways that the follow-up data may be interpreted are described as examples only. The first relates to the evaluation of programs against a set of measurable objectives. For example, an objective of a welding program could be to place 70 percent of its graduates on jobs related to welding. Given this objective, the follow-up data provides a measure of success of each welding program in the state. Successful programs will have graduates working on related jobs in excess of 70 percent whereas those programs placing less than 70 percent of the graduates on related jobs will be rated as failures in achieving that particular objective.

Similar objectives can be set for different vocational programs in terms of graduation rate, job satisfaction, wage rate, etc., data on which are provided by follow-up tables.

A second method of data interpretation is an evaluation of vocational programs by comparison with other similar programs. Thus, if the terminees from a given welding program earn a higher average wage than those from other welding programs within the region or within the state, the program might be considered the best based on wages.

Comparisons can be made using various other criteria such as job satisfaction, job placement, graduation rate, etc.

Comparative analysis can not only be made between similar programs, but also between programs from different program area service divisions. A nurses aide program can be compared with an auto mechanics program provided such a comparison is meaningful to the analyst or the decision maker.

Appendix A

Development Phase of Initial Follow-up

of Former Vocational Students

Appendix A

Introduction.

The following procedures relate to the development phase of follow-up activities carried out in Kentucky, which consisted of the following:

1. Development of the instrument
2. Data collection
3. Development of a software package for processing and analyzing the follow-up data.

Instrument. A basic follow-up instrument (questionnaire) was developed at CVE drawing, wherever appropriate, from instruments developed in other states. This instrument was later modified and refined after consultation with state and local vocational education administrators in Kentucky, selected experts at CVE, and some nationally known experts on the subject. The final draft was sent for approval to the Office of Education, Washington, D.C., and the Committee for Protection of Human Subjects. The instrument can be seen in Figure A-1.

Pretesting of the Instrument. A pretest of the draft instrument was held to determine comprehension and readability. A group of twenty, composed of high school students and graduates, was asked to complete the instrument without any guidance, help, or explanation. Eight of the group experienced no difficulty in understanding the questions, whereas the rest expressed some problem with five of the thirty-one questions. Those five questions were suitably amended to make them easier to understand and interpret.

Sample for the Pilot Test. A pilot test of the follow-up instrument was held between April and September, 1972. The sample for the test consisted of 10,806 subjects, the background data for which was supplied to CVE by the Kentucky Bureau of Vocational Education (KBVE). This sample included 7,432 secondary, 2,908 post-secondary, and 437 adult terminees who were defined as students terminating their vocational education during the school year 1970-1971. Geographically, the population represented fourteen of the fifteen planning regions in Kentucky and represented terminees from all area vocational schools and county extension centers. The division of the sample by program service area was as follows:

Form CIS-14

Figure A-1

SURVEY OF FORMER VOCATIONAL STUDENTS

BUREAU OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
FRANKFORT, KENTUCKY

Confidential

Dear Former Vocational Student:

Your school is cooperating with the State Department of Education to conduct a statewide survey of all former students of vocational education. The purpose of this survey is to improve the quality and level of vocational education in Kentucky so that you can provide better service to the students who follow you.

Since you are the most important source of information for this improvement process, your cooperation is essential for the success of this plan. Please complete this questionnaire and use the pre-addressed, postage-paid envelope to return it as soon as possible.

The information and opinions you give will be considered strictly **confidential.** Your school will be given only an analysis that will not identify you as an individual.

Thank you very much for your help.

Sincerely yours,

Earl F. Lamar
Assistant Superintendent for Vocational Education

Lyman V. Ginger
Superintendent of Public Instruction

INSTRUCTIONS:

1. Most of the questions require only an "X" mark in one of the boxes provided for your response.
2. "Vocational Program" in the questionnaire refers to the last vocational course you attended in high school, area vocational school, college, or university.
3. If you were ever enrolled in Home Economics, answer questions 21, 22, and 23 in addition to the section most appropriate to you.

If your name and address printed above is not correct, please supply the following information:

NEW NAME: _____ _____
Last Name Initials

NEW ADDRESS: _____
Number and Street or Rural Route

_____
City, Town, or Post Office State Zip Code

ABOUT YOU

1. Was the vocational program identified on the address label your first, second, or third choice? (check one) 11
   - [1] First choice
   - [2] Second choice
   - [3] Third choice
   - [4] No choice available

2. Were you ever placed on a waiting list to enroll in a vocational program of your choice?
   - [1] Yes
   - [2] No

3. Did you complete the vocational program identified on the address label?
   - [1] Yes
   - [2] No

   If "No," please indicate the most likely reason for terminating the program before completion. (check one)
   - [1] Change of occupational objective
   - [2] Financial reasons
   - [3] Dislike for the school
   - [4] Transfer to another school district
   - [5] Poor health
   - [6] Other (Specify)_____

4. Do you consider the vocational education received in this program adequate for your present activity? 15
   - [1] Yes
   - [2] No

5. Are you interested in more vocational or technical education?
   - [1] Yes
   - [2] No

   If "Yes," please specify the field in which you want further vocational education. (check one)
   - [1] Vocational Agriculture
   - [2] Distributive Education
   - [3] Health Education
   - [4] Home Economics Education
   - [5] Office or Business Education
   - [6] Technical Education
   - [7] Trade and Industrial Education

   Please also specify the job or jobs for which you would like to be trained. 18

   _____

   _____

6. Please rate the following by checking one of the boxes in each case. 27

	Excellent (1)	Good (2)	Average (3)	Poor (4)
(a) Your school	☐	☐	☐	☐
(b) Your training program	☐	☐	☐	☐
(c) Instructor	☐	☐	☐	☐
(d) Shop or laboratory	☐	☐	☐	☐
(e) Guidance and counseling service provided by the school	☐	☐	☐	☐
(f) Job placement services provided by the school	☐	☐	☐	☐

7. Which of the following statements best describes your current status? (check one) 33
   - [1] Working on a job—Full-time or Part-time (Go on to question number 8)
   - [2] Enrolled in school and also working (Go on to question number 8)
   - [3] Homemaker not working on a job (Skip to question number 21)
   - [4] Enrolled full-time in a school, college, or university (Skip to question number 24)
   - [5] Not working, but looking for a job (Skip to question number 27)
   - [6] Serving with the Military (Skip to question number 30)
   - [7] Not working, and not looking for a job (Skip to question number 30)

WORKING ON A JOB

8. How long after leaving the vocational program did you get your present job? (check one)
   - [1] Had the job before leaving the school
   - [2] Within two weeks after leaving school
   - [3] Between two weeks and one month
   - [4] More than one month

9. Who helped you most to get your present job? (check one)
   - [1] Vocational teacher
   - [2] School job placement service
   - [3] Private employment agency
   - [4] Relative and friends
   - [5] None of the above

10. What is your present job? (Specify job title and a brief description. Examples: Secretary in a law office or 36 Machinist of automobile parts.)

_____

_____

11. How many hours per week do you usually work on your present job? (check one)

45
- [1] ☐ Less than 20 hours
- [2] ☐ 20 to 24 hours
- [3] ☐ 25 to 29 hours
- [4] ☐ 30 to 34 hours
- [5] ☐ 35 to 40 hours—Skip to question number 13
- [6] ☐ More than 40 hours—Skip to question number 13

12. If you are currently working less than 35 hours per week, why are you doing so? (check one)

- [1] ☐ Cannot find full-time job
- [2] ☐ Full-time work week less than 35 hours
- [3] ☐ Temporary cut-back by the employer
- [4] ☐ Enrolled in school or college
- [5] ☐ Do not want full-time work
- [6] ☐ Other (Specify)_____

_____

13. Which one of the following statements best describes the relationship between your present job and the training program on the address label? (check one)

- [1] ☐ Job same for which trained
- [2] ☐ Job highly related to the training
- [3] ☐ Job somewhat related to the training
- [4] ☐ Job not related to the training

14. Is your present job your first job after leaving school?

- [1] ☐ Yes
- [2] ☐ No

15. Did you have to move to a place away from where you were trained? (check one)

- [1] ☐ Yes
- [2] ☐ No

If "Yes," how far did you have to move?

- [1] ☐ Less than 100 miles within the state
- [2] ☐ More than 100 miles within the state
- [3] ☐ Out of the state

16. How far is your place of work from present residence? (check one)

- [1] ☐ 0-10 miles
- [2] ☐ 11-25 miles
- [3] ☐ 26-50 miles
- [4] ☐ 51-100 miles
- [5] ☐ More than 100 miles

17. What is the hourly wage rate of your present job? (check one)

52
- [1] ☐ $1.59 or less per hour
- [2] ☐ $1.60 to $2.50 per hour
- [3] ☐ $2.51 to $3.50 per hour
- [4] ☐ $3.51 to $4.50 per hour
- [5] ☐ $4.51 to $5.50 per hour
- [6] ☐ $5.51 to $7.00 per hour
- [7] ☐ $7.01 to $10.00 per hour
- [8] ☐ $10.01 or more per hour

18. If you are not paid an hourly wage, what is your monthly income before taxes? (check one)

- [1] ☐ Less than $250
- [2] ☐ $250 to $349
- [3] ☐ $350 to $449
- [4] ☐ $450 to $599
- [5] ☐ $600 to $799
- [6] ☐ $800 to $999
- [7] ☐ $1,000 or more

19. How do you feel about your present job? (check one)

- [1] ☐ Like it very much
- [2] ☐ Like it somewhat
- [3] ☐ Neither like nor dislike it
- [4] ☐ Dislike it somewhat
- [5] ☐ Dislike it very much

20. How often on your present job do you use the knowledge and skill acquired from your training?

- [1] ☐ Frequently
- [2] ☐ Occasionally
- [3] ☐ Seldom
- [4] ☐ Never

HOMEMAKING

(For homemakers and former students of home economics only. Others please skip to question number 24.)

21. Do you consider your vocational program adequate preparation for homemaking?

- [1] ☐ Yes
- [2] ☐ No
- [3] ☐ Did not study Home Economics in high school
- [4] ☐ Does not apply—am not a homemaker

22. If you get another chance, which one of the following areas in Home Economics would you like to study? (check one)

- [1] ☐ Food management
- [2] ☐ Care and guidance of children
- [3] ☐ Clothing management and service
- [4] ☐ Home and community services
- [5] ☐ Other (Specify)_____

23. How often do you use your training in home economics in your work at home?

58
- 1 ☐ Many times daily
- 2 ☐ At least once daily
- 3 ☐ Seldom
- 4 ☐ Does not apply

CONTINUING EDUCATION

24. Are you currently enrolled in an educational institution?

- 1 ☐ Yes (Go on to question number 25).
- 2 ☐ No (Skip to question number 30).

25. What is the type of instiution in which you are presently enrolled? (check one)

- 1 ☐ Public High School
- 2 ☐ Two year Junior or Community College
- 3 ☐ Technical Institute
- 4 ☐ Four year College or University
- 5 ☐ Private Vocational School
- 6 ☐ Private Business School
- 7 ☐ Other (Specify)_____

26. How related is your present educational program to the vocational course identified on the address label? (check one)

- 1 ☐ Same field
- 2 ☐ Highly related
- 3 ☐ Somewhat related
- 4 ☐ Not related

(Skip to question number 30).

NOT WORKING ON A JOB

27. How long have you been unemployed?

62
- 1 ☐ Less than one month
- 2 ☐ More than one but less than two months
- 3 ☐ More than two months

28. What have you done most recently to look for a job? (check one)

- 1 ☐ Checked with the school placement service
- 2 ☐ Checked with a public *or* private employment agency
- 3 ☐ Checked directly with employers
- 4 ☐ Checked with friends and relatives
- 5 ☐ Placed or answered newspaper ads
- 6 ☐ Other (Specify)_____

29. Please list three job titles for which you consider yourself qualified.

64 _____

11 _____

_____

30. Please print your social security number for future reference

29 ☐☐☐ ☐☐ ☐☐☐☐

31. The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

Vocational Agriculture Education	274	(2.5)*
Distributive Education	1,633	(15.1)
Health Education	779	(7.2)
Home Economics Education	659	(6.1)
Business and Office Education	1,980	(18.3)
Technical Education	207	(1.9)
Trade and Industrial Education	4,981	(46.1)
Special Programs	285	(2.6)
Total	10,798**	

*Figures in parentheses represent percentages that may not total 100 due to rounding errors.
**Eight records had wrong or missing program codes.

The background data for this terminee sample were supplied to CVE on a computer tape from which a computer tape file was created for every member of the sample.

Data Collection. The tape file was used at CVE to print address labels to mail the questionnaires. The format of the labels was as follows:

NAME OF THE PROGRAM SOCIAL SECURITY NUMBER
NAME OF THE STUDENT
ADDRESS
CITY, STATE, ZIP CODE

An alphabetic list of names and social security numbers of all terminees was also computer-printed with the format shown in Figure A-2 to form a register that was used to monitor the mailing of questionnaires and subsequent reminders wherever necessary. Complete records of the dates of mailings and responses were kept by KBVE personnel. CVE worked closely with the Kentucky state staff to help work out record keeping procedures.

A follow-up questionnaire was mailed to every terminee in the sample. After a waiting period of one week, all non-respondents were mailed a reminder and a fresh questionnaire. After an additional wait of three weeks, another reminder and questionnaire were mailed to those who still had not responded. A total of 1,069 questionnaires were returned by the post office as undeliverable. The results of this data collection effort are reported in Table A-1.

Figure A-2

Format of the Register Used for Monitoring of Follow-up Returns

NAME		Social Security Number	DATES						
Last	Initials		1st Mail	Return	2nd Mail	Return	3rd Mail	Return	Phone

TABLE A-I

Response Rate to Follow-up Questionnaire

Questionnaires	Numbers	Percent
Total mailed	10,806	100.0
Returned by post office	1,069	9.9
Responses to 1st mail out	2,915	27.0
Responses to 2nd mail out	1,067	9.9
Responses to 3rd mail out	1,105	10.2
Others*	102	1.0
Total Usable Responses	5,189	48.0

*Responses received as a result of telephone contacts/ interviews with the respondents.

**The research design outlined in this section was suggested and initiated by KBVE personnel including Floyd McKinney, Billy Vice, and Charles O. Neel. CVE supported the effort and provided the data analysis.

Mailing Sequence. Items were mailed to the terminee sample according to the following sequence:

1. A pre-letter post card, one week prior to the mailing of the follow-up questionnaire, to give advance notice (Figure A-3).

2. The follow-up questionnaire.

3. A post card expressing appreciation to those responding to the follow-up questionnaire, or a reminder, mailed one week after mailing the follow-up questionnaire, printed in a different color for easy handling and recognition.

4. Another follow-up questionnaire, printed in a different color for easy handling and recognition.

In order to empirically test the relative efficacy of various alternative sequences of mailing pre-letters, questionnaires, and reminders, the sample was randomly divided into twenty groups. The groups were again randomly selected for the four treatments.

Treatment 1: Advance notice, a questionnaire, and (if no response) another questionnaire

Treatment 2: Advance notice, a questionnaire, a reminder, and (if no response) another questionnaire

Treatment 3: A questionnaire, and (if no response) a reminder and another questionnaire

Treatment 4: A questionnaire, and (if no response) another questionnaire

The selection of groups for treatment was random and is shown in Table A-II. As can be seen from the table, every member of the population received at least two questionnaires, and the groups to which nothing else was mailed (i.e., pre-letter or reminder) served as the control groups. Responses to the follow-up questionnaire were carefully monitored for every group.

From the results presented in Table A-III, it can be seen that the response rate was highest with treatment T_2 and the lowest rate was with treatment T_4, which was the control group. A significatn difference in the rate of response was found as a result of treatments. Since the sequence of pre-

Figure A-3

PRE-LETTER

April 1, 1972

Dear Former Vocational Education Student:

In a few days you will receive a questionnaire requesting information regarding the training you received as a vocational education student. This information will be very helpful in improving programs of vocational education. We hope you will be able to respond quickly to the questionnaire.
WE PROMISE, the information you give us will be strictly confidential!

Earl F. Lomax
Assistant Superintendent for Vocational Education

Superintendent of Public Instruction

C. O. Neel, Coordinator
State Program Evaluation
Bureau of Vocational Education
Fifth Floor, State Office Building
Frankfort, Kentucky 40601

TABLE A-II

Nomination of Groups for Mailings

Group	TREATMENT BY FOUR MAILINGS			
	Card (M1)	Instrument (M2)	Card (M3)	Instrument (M4)
1	X	X		X
2	X	X	X	X
3		X	X	X
4		X		X
5	X	X		X
6	X	X	X	X
7		X	X	X
8		X		X
9	X	X		X
10	X	X	X	X
11		X	X	X
12		X		X
13	X	X		X
14	X	X	X	X
15		X	X	X
16		X		X
17	X	X		X
18	X	X	X	X
19		X	X	X
20		X		X
Total	10	20	10	20

letter-questionnaire-reminder-questionnaire represented by treatment T_2 brought maximum response from former students, it was recommended for use in the second and subsequent cycles of follow-up.

Bias Check Due to Non-Response. A randomly selected sample of sixty was drawn from those who did not respond to mailed questionnaires and reminders. This sample was later amended to exclude the names of persons listed residing outside the state and some others who were otherwise hard to locate. The latter included those whose name and address were incorrect on the computer tape and also those who had moved leaving no forwarding address. All of the above were excluded from the sample because of the high cost of interviewing out-of-state persons and of finding the hard-to-locate. Other randomly selected names were added to the sample to bring it to a total of sixty.

Table A-III

Effect of Mailing Treatments on the Rate of Response to the Follow-up Questionnaire

Treatment	Observed Responses* (O) Number	Percent	Expected Responses** (E)	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
T_1- Advance notice, instrument; if no response, second instrument	1230	24.46	1257	-27	729	0.578
T_2- Advance notice, instrument, reminder; if still no response, second instrument	1369	27.23	1257	112	12544	9.978
T_3- Instrument, reminder; if no response, second instrument	1273	25.32	1257	16	256	0.204
T_4- Instrument; if no response, second instrument	1156	22.99	1257	-101	10201	8.115
TOTAL***	5028	100.00	5028	0	23730	18.875

*Only usable responses were included in this analysis. Responses with missing treatment code number were also excluded

**Expected responses based on the following null hypothesis:
H_0-Mailings treatments had no significant effect on the number of respondents to the follow-up questionnaire
Chi square with 3.d.f = 12.84 at 0.005 level; H_0 therefore is rejected leaving the alternative hypothesis that there is significant difference

***Does not include 161 returns which were due to a special effort and thus biased for this analysis

An experienced interviewer arranged to visit with every one of the persons selected in this sample. One of the persons refused to be interviewed or to give any assistance in data collection, and the parents of nine others informed the interviewer that the subjects were in military service and thus unavailable for interview. Each remaining subject was requested to complete a follow-up questionnaire provided by the interviewer who was instructed not to offer any help or explanation to any of the questions. After the completion of this task the interviewer asked a few simple questions directed at probing the reasons for non-response. Data from the interview schedules are reported in Table A-IV.

The most frequently reported reason for non-response was "Did not think it was important," which was also reflected in suggestions for improvement. A majority (61.5 percent) of persons wanted more and better effort by those conducting follow-up to explain the purpose of the questionnaire to the subjects. The results of this survey were used to improve the next follow-up cycle by explaining the purposes of follow-up in a pre-letter to be mailed prior to the questionnaire mail-out.

Data from the follow-up questionnaires completed at the time of interviews were tabulated and compared with the responses received earlier. Whereas both sets of data followed a similar pattern of response, on most of the questions the data from the interview sample were inadequate for statistical analyses. Therefore, only eight important variables were selected to statistically compare data from the two sets. Result of this comparison is reported in Table A-V.

A significant difference at the 0.05 level was found only in one of the eight variables: "Relatedness of Jobs to Programs." For all other variables there was no significant difference between the two sets of responses. It can be concluded from this analysis that in the total responses, the persons placed on jobs related to training programs seem to be over-represented. However, no adjustment to data was made because the difference due to this factor was slight. Except on that one factor, the responses already received did represent the responses of the total population of terminees, and results of the analyses could be generalized for the population surveyed.

Validation of Information. A randomly drawn sample of fifty persons was selected from those respondents to the follow-up questionnaire whose known residence was within the state. Financial and other resource constraints prohibited the interview of out-of-state respondents, who represented a total of about 6 percent of the total responses.

Table A-IV

Aggregation of Data from Interviews of Non-Respondents to the Follow-up Questionnaire

Total number of interviews - 52

1.	Did you receive the questionnaire in the mail?	Yes	51	(98.1)*
		No	1	(1.9)
2.	If "yes," did you complete and mail it?	Yes	6	(11.5)
		No	46	(88.5)
3.	If "No," please check one or more of the following reasons for not completing the questionnaire			
	(a) Lost the questionnaire		3	(5.8)
	(b) Other family member threw it away		3	(5.8)
	(c) I did not think it was important		28	(53.9)
	(d) Away from home most of the time		10	(19.2)
	(e) Waiting to find a job		-	
	(f) Thought it was to be completed if working on a job		1	(1.9)
	(g) Questionnaire too long		-	
	(h) Did not understand the questions		1	(1.9)
	(i) Objection to some of the questions		-	
	(j) Did not like the program		2	(3.8)
	(k) Did not like vocational teacher		1	(1.9)
	(l) Did not like the school		1	(1.9)
	(m) Doubt in confidentiality		-	
	(n) Did not know the answers		-	
	(o) Did not want to give information		-	
	(p) No reason at all		7	(13.5)
	(q) Other		20	(38.5)
	Too busy, no time		11	(21.2)
	Thought it was mailed		3	(5.8)
	Did not receive		1	(1.9)
	Lazy		2	(3.8)
	Thought did not apply (still in school)		3	(5.8)
4.	What could we have done to prompt better returns?			
	(a) Pre-warning by teacher		1	(1.9)
	(b) Discussion of importance while still in school		8	(15.4)
	(c) Letter from teacher		-	
	(d) Better explanation of the purpose in the letter on the questionnaire		32	(61.5)
	(e) Slick paper		-	
	(f) Different color of paper		-	
	(g) Other		9	(17.3)
	Personal note or interviewers		5	(9.6)
	Stress more importance		3	(5.8)
	Specific time for return		1	(0.9)

*Numbers in parentheses represent percentages

Table A-V

Comparison Analysis of Respondents and Non-Respondents to the Follow-up Questionnaire

	Non-Resp. N=59	Resp. N=5087	Chi Square Significant at Level:
1. Variables Related to Job			
(a) Status:			
Working	35 (59.3)	2409 (60.8)	
Not working	24 (40.7)	1872 (39.2)	
			0.80
(b) Relatedness of job to program:			
Same Occupation	3 (8.6)	549 (19.4)	
Highly related	3 (8.6)	446 (15.8)	
Somewhat related	7 (20.0)	680 (24.1)	
Not related	22 (62.9)	1149 (40.7)	
			0.01
(c) Wages per hour:			
Less than $1.60	5 (14.3)	229 (9.0)	
$1.61 to $2.50	19 (54.3)	1487 (58.7)	
$2.51 to $3.50	6 (17.1)	520 (20.5)	
More than $3.50	5 (14.3)	299 (11.8)	
			0.50
(d) Full/part time:			
Full time	4 (11.4)	457 (16.7)	
Part time	31 (88.6)	2364 (83.3)	
			0.30
2. Variables Related to School			
(a) Completion of programs:			
Graduates	30 (60.0)	2974 (61.6)	
Dropouts	20 (40.0)	1069 (38.4)	
			0.80
(b) Current Status:			
Enrolled in school	14 (28.0)	1031 (30.1)	
Not enrolled	36 (72.0)	2393 (69.9)	
			0.70
(c) Relatedness of present education to vocational program:			
Same field	6 (42.9)	313 (26.7)	
Highly related	2 (14.3)	118 (10.1)	
Somewhat related	3 (21.4)	218 (18.6)	
Not related	3 (21.4)	524 (44.7)	
			0.30
(d) Need more vocational education:			
Yes	32 (64.0)	2842 (59.4)	
No	18 (36.0)	1939 (40.6)	
			0.70

Figures in parentheses represent percentages that may not total 100 due to errors of rounding.

An experienced and trained interviewer visited with every person (except one who had moved out-of-state after responding to the questionnaire) who was asked to complete a follow-up questionnaire supplied by the interviewer. After the completion of this task, each person in the sample was asked a few simple questions by the interviewer to complete an interview schedule, which can be found in Figure A-5. These questions were asked to find out if there was uniformity among the respondents with regard to the interpretation of selected questions. The data resulting from this interview schedule is given in Table A-VI.

Revision of Instrument and Procedure for Next Cycle. Utilizing the experience gained and the findings of data analysis from the pilot test follow-up, certain changes were recommended in the procedures as follows:

1. A detailed letter (instead of a post card) should be mailed to terminees about two weeks prior to the mailing of questionnaires. The purpose and objectives of follow-up should be explained in this letter and the recipient's cooperation should be requested. In later cycles, the objectives and procedures of follow-up should be explained to students before they terminate their vocational education. Teachers and counselors can acquaint the students with the questionnaire and allay their apprehensions about unauthorized use of data. This procedure should achieve a better response rate than a pre-letter.

2. A two-week period should be allowed between the mailing of a pre-letter and the questionnaire.

3. Cooperation of teachers, other school officials, and the community at large represented by parents and other social organizations should be sought through appropriate efforts.

4. A reminder should be mailed to non-respondents no more than three weeks after the mailing of the initial questionnaire.

5. A second questionnaire should be enclosed with the reminder.

The instrument was also amended slightly to remove some of the problems encountered by a small number of respondents. Also, some changes were indicated for ease of computer programming and data analysis. A revised draft instrument was approved by KBVE officials, the U.S. Office of Education, and the Committee for the Protection of Human Subjects.

Figure A-4

FOLLOW-UP LETTER

April 28, 1972

Dear Former Vocational Education Student:

We deeply appreciate your participation in the Survey of Former Vocational Students. No one else can give us the insights and experience which you have—*and which we need.*

If your questionnaire is already in the mail, thank you for your help. If not, could you mail it today?

Earl F. Lanham
Assistant Superintendent for Vocational Education

Superintendent of Public Instruction

C. O. Neel, Coordinator
State Program Evaluation
Bureau of Vocational Education
Fifth Floor, State Office Building
Frankfort, Kentucky 40601

Figure A-5

A Survey of Respondents to the Follow-up Questionnaire

NAME _____ SOCIAL SECURITY NO. _____

DATE _____

1. DID YOU UNDERSTAND EVERY QUESTION ON THE QUESTIONNAIRE?

   ☐ YES

   ☐ NO

   IF "NO," PLEASE SPECIFY THE QUESTIONS WHICH YOU DID NOT FULLY UNDERSTAND. _____

   _____

   _____

2. HOW DID YOU INTERPRET PRESENT ACTIVITY IN QUESTION NUMBER 4?

   ☐ WORK ON YOUR JOB

   ☐ WORK RELATED TO SCHOOL

   ☐ WORK RELATED TO HOME

   ☐ WORK RELATED TO HOBBIES

   ☐ OTHER WORK (PLEASE SPECIFY _____

   _____)

3. ON QUESTION NUMBER 6 WHAT WAS THE BASIS OF YOUR RATINGS?

   ☐ REPUTATION OF THE SCHOOL

   ☐ PRINCIPAL OR OTHER OFFICIALS

   ☐ OTHER STUDENTS

   ☐ ATHLETIC PROGRAM

   ☐ ACADEMIC PROGRAM

   ☐ OVERALL QUALITY OF SCHOOL

   ☐ OTHER (SPECIFY _____)

4. PLEASE EXPLAIN YOUR RESPONSE TO QUESTIONS 13, 20, 26, AND 28. (ONLY THOSE THAT APPLY) _____

_____

_____

5A ON THE QUESTION OF WAGES DID YOU REPORT AFTER/BEFORE-TAXES-WAGES OR SALARY?

- ☐ AFTER TAXES
- ☐ BEFORE TAXES
- ☐ DOES NOT APPLY

5B DID YOU INCLUDE OVER-TIME PAY IN THE FIGURE REPORTED?

- ☐ YES
- ☐ NO
- ☐ DOES NOT APPLY

6. HAVE YOU CHANGED YOUR OPINION ABOUT ANY OF YOUR ANSWERS TO THE QUESTIONS?

- ☐ YES
- ☐ NO

IF "YES," PLEASE EXPLAIN. _____

_____

_____

7. CAN YOU SUGGEST ANY CHANGES IN THE QUESTIONNAIRE TO IMPROVE ITS CLARITY? _____

_____

_____

_____

Figure A-5 (cont.)

8. WOULD YOU MIND IF WE CONTACT YOU IN THE FUTURE FOR FURTHER CLARIFICATION OR FOR COLLECTING MORE INFORMATION?

☐ YES

☐ NO

Table A-VI

Aggregation of Data from Interview of Respondents to the Follow-up Questionnaire

Total number of interviews - 49

			Number	Percent
1.	Did you understand every question on the questionnaire?	Yes	41	83.7
		No	8*	16.3
2.	How did you interpret present activity in question #4?	Job	39	79.6
		School	3	6.1
		Home	1	2.0
		Hobbies	-	-
		Other	6**	12.3
3.	On question #6 what was the basis of your rating?	Reputation of school	-	-
		Principal or other official	-	-
		Other students	-	-
		Athletic program	-	-
		Academic program	2	4.1
		Overall quality of school	44	89.8
		Other (Shop)	2	4.1
		No answer	1	2.0
4.	Number commented showing the relatedness (or otherwise) of their jobs		38	77.6
		No answer	11	22.4
5A.	On the question of wages did you report after/ before taxes-wages or salary?	After taxes	5	10.2
		Before taxes	24	49.0
		Does not apply	17	34.7
		No answer	3	6.1
5B.	Did you include over-time pay in the figure you reported?	Yes	6	12.3
		No	7	14.3
		Does not apply	30	61.2
		No answer	6	12.3
6.	Have you changed your opinion about any of your answers to the questions?	Yes	1	2.0
		No	46	93.9
		No answer	2	4.1
7.	(i) No need to change (easy to interpret)		16	32.7
	(ii) Difficult for those enrolled in more than one program		1	2.0
	(iii) Question #3 should have more than two responses		1	2.0
	(iv) No suggestion		31	63.3
8.	Would you mind if we contact you in the future for further clarification or for collecting more information?	Yes	1	2.0
		No	45	91.8
		No answer	3	6.1

*Question #15 (one)
**Whatever I am doing currently

Appendix B

Sample Output and Interpretation

Generated During Development

APPENDIX B

A number of tables were generated during the development phase, using a specially designed computer program package. Examples of table format are shown following the descriptions given below.

Table B-I provides statistics on responses to each question in the questionnaire. In addition to total responses, comparative responses by sex, by program completions (graduates versus dropouts), and by employment (those working on jobs versus those not working) are printed, both in numbers and percentages. This table is designed for use by state officials involved in state-wide evaluation and planning. The State Advisory Council and selected state legislators are other potential users of this report.

Table B-II presents state-wide and regional percentage responses to each of the questions in the questionnaire. The table should be useful for regional directors and/or coordinators. Along with Table B-X, this table can also be disseminated to local school administrators to allow comparisons between their schools and their region, neighboring regions, and the state. This should provide a useful tool for self-evaluation.

Table B-III represents the adjustments that need to be made to the projected terminee population of vocational programs so as to arrive at projected manpower supply figures. This is an important table for vocational education and manpower planning. Since all those who complete training programs do not take jobs, it is important to estimate the number who will. This table helps to make such estimates for each program.

The columns of the table are self-explanatory except for the last two. "Percent available" is defined as

("total number working" + "unemployed but available" - "employed outmigrants")/(total trained in the program).

"Percent available related" is defined similarly, except that "total number working" is replaced by "number working related jobs." Outmigrants are defined as those who have taken employment in another state. From these definitions, it is clear that "availability" is concerned with the state labor market. These two columns therefore provide an indication of the production of trained manpower for the state labor market by each program.

The target audience for this table are vocational education and manpower planners at the state level.

One of the priorities in vocational education is focused on the service provided to the disadvantaged and the handicapped. This emphasis is further underscored by allocation of Federal funds specifically for vocational programs for the disadvantaged and the handicapped. It is appropriate, therefore, to assess how these vocational programs succeed in achieving their designed purpose. Tables B-IV through B-VI report follow-up data from the disadvantaged and/or handicapped subjects. Table B-IV represents "Current Occupational Status of the Disadvantaged/Handicapped by Vocational Program Area;" Table B-V represents "Job Relatedness and Wages Earned by the Disadvantaged, by Vocational Program Area;" and Table B-VI represents "Reasons for Non-Completion and the Need for More Vocational Programs as Stated by the Disadvantaged/Handicapped, by the Type of Disadvantage/Handicap."

Potential users of these three tables are state vocational planners of programs for the disadvantaged and handicapped and other State and Federal agencies involved in serving these two population groups.

Next, a set of three tables (Tables B-VII through B-IX) has been designed for the program service area supervisors. These tables provide planning and evaluative data by vocational program. The tables are entitled "Analysis of Relationship Between Job and Training Course;" "Analysis of Relationship Between Educational Program and Vocational Course;" and "Analysis of Unemployed But Available," respectively. Regional directors and local school administrators may be considered the primary audience for this set of tables since the data are broken down by individual school.

Primary potential users of the next set of tables are the school officials, such as principals, local directors, teachers, counselors, and students. These tables include:

Table B-X	Responses to Questions by School
Table B-XI	Analysis of Non-Graduate Reasons for Termination
Table B-XII	Analysis of Jobs Related To Training
Table B-XIII	Analysis of Jobs Not Related to Training
Table B-XIV	Desire for Continuing Education as Related to Job Satisfaction

Table B-XV Analysis of Waiting List With Program Completion and Job Relation

Table B-XVI Analysis of Ratings of Schools and Programs

Of this set, Table B-X is specifically designed for use with Table B-II. Blank space is provided in Table B-II to fill in by hand the responses reported in Table B-X. This composite table then provides a comparison of school responses to follow-up questions with those from all the planning regions as well as from the whole state. This is designed to be a tool for program evaluation, planning, and vocational counseling at the local level. Data from this and other tables in this set are useful for planning and evaluation at the state and regional levels as well.

Table B-I

AGGREGATE OF FOLLOW-UP DATA
BY SEX, PROGRAM COMPLETION, AND EMPLOYMENT

	TOTAL RESPONSES	MALE		FEMALE		GRADUATE		NON-GRADUATE		WORKING		NOT-WORKING	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1. PROGRAM CHOICE													
FIRST	912	56	82	856	86	612	89	290	80	467	86	423	86
SECOND	92	8	12	84	8	52	8	39	11	46	9	45	9
THIRD	14	3	4	11	1	7	1	7	2	8	1	6	1
NONE	40	1	1	39	4	14	2	26	7	20	4	19	4
TOTAL	1058	68	100	990	100	685	100	362	100	541	100	493	100
2. WAITING LIST TO ENROLL?													
YES	113	11	16	102	10	70	10	41	11	67	12	43	9
NO	957	58	84	899	90	620	90	327	89	477	88	459	91
TOTAL	1070	69	100	1001	100	690	100	368	100	544	100	502	100
3. COMPLETE PROGRAM?													
YES	697	39	57	658	66	697	100	0	0	407	75	276	55
NO	371	30	43	341	34	0	0	371	100	137	25	225	45
IF NO, REASON WHY?													
CHANGE	53	6	20	47	14	1	25	51	14	20	14	33	15
FINANCIAL	29	6	20	23	7	0	0	29	8	13	9	16	7
DISLIKE	12	2	7	10	3	0	0	12	3	6	4	6	3
TRANSFER	10	1	3	9	3	0	0	10	3	2	1	8	4
HEALTH	12	1	3	11	3	0	0	12	3	3	2	9	4
OTHER	259	14	47	245	71	3	75	252	69	96	69	155	68
TOTAL	1068	69	100	999	100	697	100	371	100	544	100	501	100
4. VOC. EDUCATION ADEQUATE?													
YES	830	35	54	795	81	572	84	248	69	438	81	374	77
NO	219	30	46	189	19	108	16	110	31	105	19	110	23
TOTAL	1049	65	100	984	100	680	100	358	100	543	100	484	100
5. WANT MORE EDUCATION?													
NO	583	35	52	548	55	404	60	172	47	303	57	269	54
YES	474	32	48	442	45	274	40	196	53	233	43	231	46
IF YES, WHICH FIELD?													
AGRICULTURE	3	1	3	2	0	2	1	1	1	1	0	1	0
DISTRIBUTIVE	5	0	0	5	1	1	0	4	2	1	0	4	2
HEALTH	43	1	3	42	10	14	5	29	16	14	6	28	13
HOME ECONOMICS	20	0	0	20	5	11	4	9	5	8	4	12	5
OFFICE OR BUSINESS	351	14	48	337	79	220	83	128	68	180	80	163	74
TECHNICAL	16	3	10	13	3	11	4	5	3	9	4	7	3
TRADE AND INDUSTRIAL	17	10	34	7	2	6	2	11	6	11	5	6	3
TOTAL	1057	67	100	990	100	678	100	368	100	536	100	500	100

Table B-II

PERCENTAGE ANALYSIS OF FOLLOW-UP DATA BY REGION

	STATE	RGN 1	RGN 2	RGN 3	RGN 4	RGN 5	RGN 6	RGN 7	RGN 8	RGN 9	RGN 10	RGN 11	RGN 12	RGN 13	RGN 14	RGN 15	YOUR SCHOOL NO.	YOUR SCHOOL %
1. PROGRAM CHOICE																		
FIRST	86	100	0	75	93	90	87	91	0	92	84	77	89	0	87	84		
SECOND	9	0	0	17	3	4	12	6	0	6	13	14	5	0	9	10		
THIRD	1	0	0	8	0	0	0	0	0	0	0	3	0	0	0	3		
NONE	4	0	0	0	3	6	2	3	0	2	4	6	6	0	4	2		
2. WAITING LIST TO ENROLL?																		
YES	11	0	0	0	7	9	8	2	0	2	13	25	8	0	29	5		
NO	89	100	0	100	93	91	92	98	0	98	88	75	92	0	71	95		
3. COMPLETE PROGRAM?																		
YES	65	100	0	17	70	85	81	43	0	82	68	72	44	0	33	83		
NO	35	0	0	83	30	15	19	57	0	18	32	28	56	0	67	17		
IF NO, REASON WHY?																		
CHANGE	14	0	0	0	11	0	30	11	0	11	24	7	12	0	13	24		
FINANCIAL	8	0	0	9	0	0	20	14	0	0	0	19	8	0	8	2		
DISLIKE	3	0	0	0	0	0	0	0	0	0	0	7	3	0	6	3		
TRANSFER	3	0	0	0	11	0	0	0	0	0	12	0	2	0	3	3		
HEALTH	3	0	0	9	11	0	0	3	0	22	0	4	3	0	2	2		
OTHER	69	0	0	82	67	100	50	71	0	67	65	63	71	0	68	66		
4. VOC. EDUCATION ADEQUATE?																		
YES	79	100	0	67	77	86	86	58	0	90	74	75	76	0	83	82		
NO	21	0	0	33	23	14	14	42	0	10	26	25	24	0	17	18		
5. WANT MORE EDUCATION?																		
NO	55	100	0	27	57	49	64	58	0	54	57	54	53	0	59	55		
YES	45	0	0	73	43	51	36	42	0	46	43	46	47	0	41	45		
IF YES, WHICH FIELD?																		
AGRICULTURE	1	0	0	0	0	3	0	0	0	0	0	0	1	0	0	1		
DISTRIBUTIVE	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	2		
HEALTH	9	0	0	0	15	0	0	10	0	0	13	5	19	0	17	8		
HOME ECONOMICS	4	0	0	0	0	3	0	5	0	9	0	7	8	0	2	4		
OFFICE OR BUSINESS	77	0	0	89	85	91	100	80	0	91	83	78	65	0	66	76		
TECHNICAL	4	0	0	11	0	3	0	5	0	0	0	2	1	0	8	5		
TRADE AND INDUSTRIAL	4	0	0	0	0	0	0	0	0	0	4	7	3	0	8	5		

Table B-III

INPUT FOR INTERFACING

02/20/73

SERVICE AREA: 17

PROGRAM CODE	TOTAL NUMBER WORKING	UNEMPLOYED BUT AVAILABLE	NUMBER WORKING RELATED JOBS	EMPLOYED OUT MIGRANTS	PERCENT AVAILABLE	PERCENT AVAILABLE RELATED
17C100	2		1		66	33
170200	1		1		100	100
17C301	2	1	1		100	66
17C302	12	1	7	3	52	26
171001	6		2	2	66	
171002	4		2	1	42	14
171300	4		1		44	11
171401	7		2		100	28
171503	1		1		50	50
171900	4	1			125	25
172302	3		2	1	33	16
172306	4	1	1		71	28
172602						
179900	1				100	
TOTAL	51	4	21	7	63	23

Table B-IV

02/01/72

CURRENT OCCUPATIONAL STATUS OF THE DISADVANTAGED/HANDICAPPED BY VOCATIONAL PROGRAM AREA

	WORKING FULL OR PART		HOME NOT WORKING		FULL TIME IN SCHOOL		NOT WORKING BUT LOOKING		SERVING WITH THE MILITARY		TOTAL
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
AGRICULTURAL PRODUCTION											
ACADEMIC											
SOC-ECON											
AGED											
COR INMATE											
ISOLATION											
DROP POT.											
PAROLEE											
JUV DELINQ											
MIGRANTS											
OTHER											
TOTAL											
NON-FARM AGRICULTURE											
ACADEMIC											
SOC-ECON											
AGED											
COR INMATE											
ISOLATION											
DROP POT.											
PAROLEE											
JUV DELINQ											
MIGRANTS											
OTHER											
TOTAL											
DISTRIBUTION											
ACADEMIC											
SOC-ECON											
AGED											
COR INMATE											
ISOLATION											
DROP POT.											
PAROLEE											
JUV DELINQ											
MIGRANTS											
OTHER											
TOTAL											
HEALTH											
ACADEMIC											

Table B-V

JOB RELATEDNESS AND WAGES EARNED
BY THE DISADVANTAGED
BY VOCATIONAL PROGRAM AREA

DISADVANTAGED	JOB RELATEDNESS					WAGES						
	JOB SAME	HIGHLY RELATED	SOME	NOT RELATED	TOTAL	1.59 OR LESS	1.60 TO 2.00	2.01 TO 2.50	2.51 TO 3.50	3.51 TO 4.50	4.51 TO 5.50	5.51 OR MORE
AGRICULTURAL PRODUCTION												
ACADEMIC												
SOC-ECON												
AGED												
COR INMATE												
ISOLATION												
DROP OUT												
PAROLEE												
JUV DELINQ												
MIGRANTS												
OTHER												
TOTAL												
NON-FARM AGRICULTURE												
ACADEMIC												
SOC-ECON												
AGED												
COR INMATE												
ISOLATION												
DROP OUT												
PAROLEE												
JUV DELINQ												
MIGRANTS												
OTHER												
TOTAL												
DISTRIBUTION												
ACADEMIC												
SOC-ECON												
AGED												
COR INMATE												
ISOLATION												
DROP OUT												
PAROLEE												
JUV DELINQ												
MIGRANTS												
OTHER												
TOTAL												
HEALTH												
ACADEMIC												

Table B-VI

REASONS OF NON COMPLETION AND THE NEED FOR MORE VOCATIONAL PROGRAMS AS STATED BY THE DISADVANTAGED/HANDICAPPED BY THE TYPE OF DISADVANTAGED/HANDICAPPED

HANDICAPPED	COMPLETE VOCATIONAL PROGRAM?									MORE EDUCATION?							
	YES								NO								
	CHANGE OBJ.	FINANC REASON	DISLIK SCHOOL	TRNSFR SCHOOL	POOR HEALTH	MARAGE	WORK ON JOB	OTHER	TOTAL	VOC. AGRIC	DIST. EDUC.	HELTH EDUC.	HOME ECON.	OFFIC EDUC.	TECH EDUC.	TRADE EDUC.	TOTAL
PHYSICAL																	
DEAF																	
HARD HEAR																	
MENTLY RET																	
SER EMOTI																	
SPEECH IMP																	
VISUAL	1										2					2	
OTHER																	
TOTAL																	

Table B-VII

02/20/73

ANALYSIS OF RELATIONSHIP BETWEEN JOB AND TRAINING COURSE

SERVICE AREA: 17

PROGRAM CODE	SAME		HIGHLY		SLIGHTLY		NOT	
	NO	%	NO	%	NO	%	NO	%
170100								
SCH: 275909			1	100				
SCH: 291900								
STATE TOTAL			1	100				
170200								
SCH: 536900			1	100				
STATE TOTAL			1	100				
170301								
SCH: 291900								
SCH: 393902							1	100
SCH: 536900			1	100				
STATE TOTAL			1	50			1	50
170302								
SCH: 571900					1	50	1	50
SCH: 197902	1	50					1	50
SCH: 523904	1	100						
SCH: 152902								
SCH: 291900	1	50	1	50				
SCH: 441905							1	100
SCH: 045900					1	100		
SCH: 491901								
SCH: 175902								
SCH: 061901							1	100
SCH: 295902					1	100		
SCH: 111901								
SCH: 131902								
SCH: 521904							1	100
SCH: 195906								
STATE TOTAL	3	25	1	8	3	25	5	41
171001								
SCH: 523904							1	100
SCH: 105901							1	100
SCH: 295902	1	33	1	33			1	33
SCH: 165904							1	100
STATE TOTAL	1	16	1	16			4	66
171002								
SCH: 285900					1	100		
SCH: 175902								
SCH: 325905					1	100		
SCH: 181905							1	100
SCH: 421909								
STATE TOTAL					2	66	1	33
171300								

02/20/73

Table B-VIII

ANALYSIS OF RELATIONSHIP BETWEEN EDUCATIONAL PROGRAM AND VOCATIONAL COURSE

54

SERVICE AREA: 17

PROGRAM CODE	SAME		HIGHLY		SLIGHTLY		NOT	
	NO	%	NO	%	NO	%	NO	%
1701CG								
SCH: 275909								
SCH: 291900							1	100
STATE TOTAL							1	100
170200								
SCH: 536900								
STATE TOTAL								
1703C1								
SCH: 291900								
SCH: 393902								
SCH: 536900								
STATE TOTAL								
170302								
SCH: 571900	2	100						
SCH: 197902							2	100
SCH: 523904								
SCH: 152902								
SCH: 291900								
SCH: 441905								
SCH: 045900								
SCH: 491901							1	100
SCH: 175902								
SCH: 061901								
SCH: 295902								
SCH: 111901								
SCH: 131902								
SCH: 521904	1	100						
SCH: 195906								
STATE TOTAL	3	50					3	50
1710C1								
SCH: 523904								
SCH: 105901								
SCH: 295902							1	100
SCH: 165904								
STATE TOTAL							1	100
1710C2								
SCH: 285900								
SCH: 175902								
SCH: 325905								
SCH: 181905					1	50	1	50
SCH: 421909								
STATE TOTAL					1	50	1	50
171300								

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Table B-IX

02/20/73

ANALYSIS OF UNEMPLOYED BUT AVAILABLE

SERVICE AREA: 17

PROGRAM CODE	HOW LONG LOOKING FOR A JOB?						LAST LOOKED FOR A JOB											
	LESS THAN ONE MONTH		MORE THAN ONE LESS THAN TWO MONTHS		MORE THAN TWO MONTHS		SCHOOL		AGENCY		EMPLOYER		FRIENDS		NEWS ADS		OTHER	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
170100																		
SCH: 275900																		
SCH: 291900																		
STATE TOTAL																		
170200																		
SCH: 536900																		
STATE TOTAL																		
170301																		
SCH: 291900	1	100																
SCH: 393902																		
SCH: 536900																		
STATE TOTAL	1	100																
170302																		
SCH: 571900																		
SCH: 197902																		
SCH: 523904																		
SCH: 152902																		
SCH: 291900																		
SCH: 441905																		
SCH: 645900																		
SCH: 491901																		
SCH: 175902			1	100														
SCH: 061901																		
SCH: 295902																		
SCH: 111901																		
SCH: 131902																		
SCH: 521904																		
SCH: 195906																		
STATE TOTAL			1	100														
171001																		
SCH: 523904																		
SCH: 105901																		
SCH: 295902																		
SCH: 165904																		
STATE TOTAL																		
171002																		
SCH: 285900																		

Table B-X

RESPONSE FREQUENCY BY SCHOOL

SCHOOL: 012010 PAUL G BLAZER SR HS 01/11/73

QUESTION	RESPONSE									TOTAL
	0	1	2	3	4	5	6	7	8	
MILITAPY?	3									
1		3								3
1A	3									
2			3							3
3		2	1							3
3A	2								1	1
4			3							3
4A	3									
5A		1	2							3
5B		2	1							3
5C	1	1	1							2
5D		2	1							3
5E	1	1		1						2
6	2	1								1
7	2	1								1
8	2		1							1
10	2	1								1
11	2					1				1
12	3									
13	2		1							1
13A	3									
14	2	1								1
15	2		1							1
17	2	1								1
18	2		1							1
19	1			2						2
20	1	1		1						2
21	2			1						1
22	2				1					1
23	2		1							1
24	3									
25	3									
26	3									

TOTAL RECORDS PROCESSED IS 3

SCHOOL NUMBER 045010

Table B-XI

ANALYSIS OF NON - GRADUATE REASONS FOR TERMINATION

PROGRAM	GRADUATE		NON-GRADUATE		REASON FOR TERMINATION											
					OCCUP. CHANGE		FINANCIAL REASONS		DISLIKE SCHOOL		TRANSFER SCHOOLS		POOR HEALTH		WORKING ON A JOB		MARRIAGE		OTHER	
CODE	NO	%	NO	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
070302	1	100																		
140300			1	100					1	100									1	100
140113			1	100											1	100				
170302			1	100											1	100				
171401			1	100											1	100				
172302	1	100																		
TOTAL	2	33	4	66					1	25					3	75			1	25

SCHOOL NUMBER 001010

Table B-XII
ANALYSIS OF JOBS RELATED TO TRAINING

PROGRAM CODE	MOVE? EMPLOYED	MOVE? < 100 MILES	MOVE? > 100 MILES	MOVE? OUT OF STATE	MOVE? TOTAL	PRESENT WAGES? LESS THAN 1.60	1.60 TO 2.00	2.01 TO 2.50	2.51 TO 3.50	3.51 TO 4.50	4.51 TO 5.50	5.51 OR MORE	TOTAL	FEELING TO PRESENT JOB? LIKE MUCH	LIKE SOME	DO NOT CARE	DIS-LIKE SOME	DIS-LIKE MUCH	TOTAL
010100	1					1							1				1		1
TOTAL	1					1							1				1		1

SCHOOL NUMBER 011020

Table B-XIII

ANALYSIS OF JOBS NOT RELATED TO TRAINING

PROGRAM CODE	MOVE? EMPLOYED	MOVE? < 100 MILES	MOVE? > 100 MILES	MOVE? OUT OF STATE	MOVE? TOTAL	PRESENT WAGES? LESS THAN 1.60	1.60 TO 2.00	2.01 TO 2.50	2.51 TO 3.50	3.51 TO 4.50	4.51 TO 5.50	5.51 OR MORE	TOTAL	FEELING TO PRESENT JOB? LIKE MUCH	LIKE SOME	DO NOT CARE	DIS-LIKE SOME	DIS-LIKE MUCH	TOTAL
1049800																			
1140700																			
1140900																			
TOTAL																			

SCHOOL NUMBER 001010

Table B-XIV

DESIRE FOR CONTINUING EDUCATION AS RELATED TO JOB SATISFACTION

PROGRAM CODE	SATISFIED								INDIFFERENT								NOT SATISFIED							
	01	04	07	09	14	16	17	TOTAL	01	04	07	09	14	16	17	TOTAL	01	04	07	09	14	16	17	TOTAL
010100																								
TOTAL																								

SCHOOL NUMBER 391030

Table B-XV
ANALYSIS OF WAITING LIST WITH PROGRAM COMPLETION & JOB RELATION

PROGRAM CODE	PLACED ON WAITING LIST										NOT PLACED ON WAITING LIST									
	SAME		HIGH		SOME		NOT		TOTAL		SAME		HIGH		SOME		NOT		TOTAL	
	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD	GRAD	NON-GRAD
140700																3				3
TOTAL																3				3

SCHOOL NUMBER 001010

Table B-XVI
ANALYSIS OF RATINGS OF SCHOOLS & PROGRAMS

PRGM CODE	VOCATIONAL INSTRUCT. GOOD	AVE	POOR	TOT	ALL OTHER INSTRUCT. GOOD	AVE	POOR	TOT	SHOP OR LAB GOOD	AVE	POOR	TOT	COUNSELING GOOD	AVE	POOR	TOT	JOB PLACEMENT GOOD	AVE	POOR	TOT
0901111	1			1	1			1												
TOTAL	1			1	1			1												